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ABSTRACT

This book addresses the patterns of school failure that are often faced by subordinated minority groups in the United States by presenting a socioacademic framework based on the notion that all groups can have comparable access to quality schooling, can realize comparable participation in the schooling, and can derive comparable education benefits from their participation. Organized around three key interrelated components--communication, integration, and cooperation--the book combines theoretical concepts with actual classroom practices that support change. Chapters and their authors are as follows: "The Rhetoric and Practice of Cultural Diversity in U.S. Schools: Socialization, Resocialization, and Quality Schooling" (Robert A. DeVillar); "Cooperative Learning in the Culturally Diverse Classroom" (David W. Johnson and Roger T. Johnson); "Building Bridges for the Future: Anthropological Contributions to Diversity and Classroom Practices" (Steven F. Arvizu); "Responding Successfully to Cultural Diversity in Our Schools: The Teacher Connection" (Robert D. Milk); "Mentoring, Peer Coaching, and Support Systems for First-Year Minority/Bilingual Teachers" (Margarita Calderon); "Cooperative Learning for Language-Minority Students" (Richard P. Duran); "Influences of L1 Writing Proficiency on L2 Writing Proficiency" (Robert S. Carlisle); "Promoting Positive Cross-Cultural Attitudes and Perceived Competence in Culturally and Linguistically Diverse Classrooms" (Kathryn J. Lindholm); "Managing Behavior in the Culturally Diverse Classroom" (Saundra Scott Sparling); "Effectiveness of Bilingual Education: A Comparison of Various Approaches in an Elementary School District" (Linda Gonzales); "A Communicative Computer Environment for the Acquisition of ESL" (Nidia Gonzalez-Edfeldt); "Bilingual Team-Teaching Partnerships over Long Distances: A Technology-Mediated Context for Intragroup Language Attitude Change" (Dennis Sayers); "Teaching Teachers about Computers and Collaborative Problem-Solving" (Howard Budin); "Pedagogical and Research Uses of Computer-Mediated Conferencing" (Armando A. Arias, Jr. and Beryl Bellman); and "The Socioacademic Achievement Model in the Context of Coercive and Collaborative Relations of Power" (Jim

Cummins). References follow chapters. Contains author and subject indexes. (GLR)

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